

# Новый компонент в серии FORWARD. Учебники для углублённого изучения английского языка. 10-11 классы

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# Стандарты нового поколения

## ФЕДЕРАЛЬНЫЙ ГОСУДАРСТВЕННЫЙ ОБРАЗОВАТЕЛЬНЫЙ СТАНДАРТ СРЕДНЕГО (ПОЛНОГО) ОБЩЕГО ОБРАЗОВАНИЯ

(утвержден приказом Минобрнауки России  
от 17 апреля 2012 г. № 413;  
с изменениями от 31 дек. 2015 г.)

# Предметные результаты

освоения основной образовательной программы для учебных предметов на базовом уровне ориентированы на обеспечение преимущественно общеобразовательной и общекультурной подготовки.

*ФГОС 2012 г.*

# Предметные результаты

на углубленном уровне ориентированы преимущественно на подготовку к последующему профессиональному образованию, развитие индивидуальных способностей обучающихся путем более глубокого, чем это предусматривается базовым курсом, освоением основ наук, систематических знаний и способов действий, присущих данному учебному предмету.

*ФГОС 2012 г.*

# Иностранный язык (базовый уровень)

1) сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;

*ФГОС 2012 г.*

# Иностранный язык (базовый уровень)

2) владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить своё речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;

*ФГОС 2012 г.*

# Иностранный язык (базовый уровень – В1)

3) достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;

*ФГОС 2012 г.*

# Иностранный язык (базовый уровень)

4) сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

*ФГОС 2012 г.*



# Иностранный язык

**(углубленный уровень – В1+? В2?)**

должны включать требования к результатам освоения базового курса и дополнительно отражать:

1) достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля;

*ФГОС 2012 г.*

# Иностранный язык (углубленный уровень)

2) сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля;

3) владение иностранным языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях.

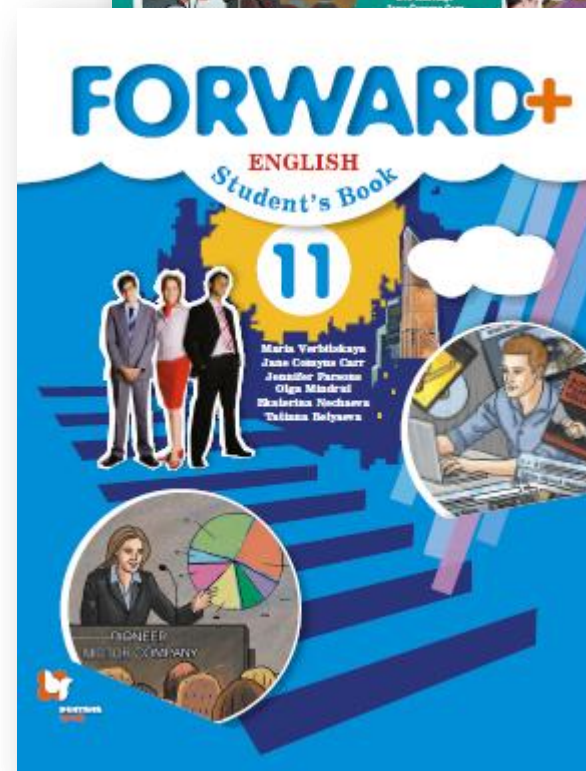
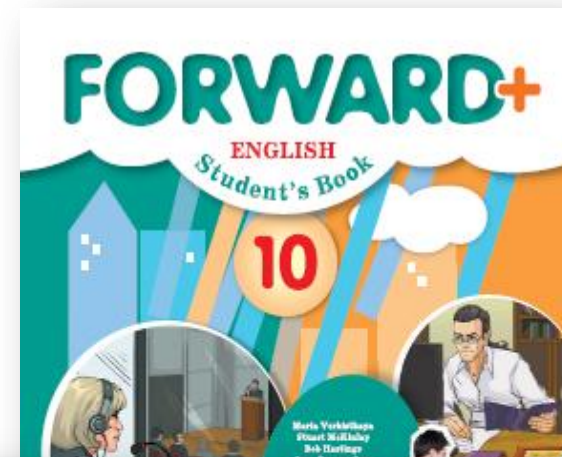
*ФГОС 2012 г.*

# Специфика углубленного уровня согласно ФГОС СОО 2012 г.

- уровень владения иностранным языком, превышающий пороговый
- готовность к деловому общению
- умения перевода с иностранного языка на русский
- владение ин. языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях

# ОСОБЕННОСТИ УМК “FORWARD+”

- Модульное построение курса
- Модуль «General English»
- Модуль «Business Communication»
- Модуль «Translation & Interpreting»
- Ориентация на активную учебно-познавательную деятельность
- Формирование учебно-исследовательских умений, использование ин. языка для расширения своих знаний в других предметных областях (блок «Финансовая грамотность»)



# Модуль «Translation & Interpreting»

Формирование профессиональных представлений о переводе как о перекодировании информации

- Профессия - переводчик
- Особенности устного и письменного перевода
- Процесс перевода
- Лексические, грамматические, стилистические, культурологические аспекты перевода
- Роль родного языка в работе переводчика
- Перевод и словари

# Модуль «Translation & Interpreting»

## 10 класс

Read, listen and talk about translation and interpreting.

Practice presentation accuracy.

Develop interpreters' memory skills and debate presentation.

Focus on word meaning and dictionary definitions, adjectives describing people's professional qualities.

Write a job application.

### PROFESSION: TRANSLATOR/ INTERPRETER

#### Glossary

translation – перевод  
 interpreting – устный перевод  
 sign language – язык жестов (используемый глухими)  
 source language – язык-источник (язык, с которого переводят)  
 target language – язык-цель (язык, на который переводят)  
 language barrier – языковой барьер  
 telepresence – др. видеоконференция (область требований при приеме на работу)

- 1 Look at the pictures. What are these people doing? What are their professions? What other jobs require a good command of English?
- 2 What is meant by the phrase to have a good command of English? Give synonyms to this phrase.
- 3 What is the English for *переводчик*? Do you know any other Russian words which have no equivalents in English though they denote one and the same thing/object/person?



- 4 Compare the definitions. Which ones come from a general language dictionary and which come from a special terminological dictionary? How do you know?

#### Interpreter

- someone who changes spoken words from one language into another, especially as their job
- a person whose job it is to decide what someone is saying into another language
- a person who interprets, especially one who translates speech orally or into sign language
- an interpreter converts any spoken material from one language (the source language) into a different language (the target language), a translator converts written material in the same manner.

#### Translator

- someone who changes writing into another language
- a person who carries out a text-processing activity, by means of which a source language text is transposed into a target language text
- a person whose job is translating writing or speech from one language to another
- a person who translates from one language into another, especially as a profession.

- 5 What do the two professions have in common? What is the basic difference between them? Make the list of qualities necessary for a translator and an interpreter.

Interpreter	Common qualities	Translator

- 6 If you decide to choose this profession will you choose translation or interpreting? Why? What qualities do you need to develop to become an interpreter?

- 7 **Task:** Tongue twisters help to develop speech fluency and accuracy of pronunciation. Listen and repeat.

- Cecilia's great-grandma grew uproot at Cecilia's grandma.
- A pale pink great peacock pompously panned its pretty plumes.
- A white witch watched a sea-begone walrus wading while woad.
- He is liberally library.
- Don't pumper dump scamp trumps that pump under mump lamps.
- A tin little boy picked six thick thistle sticks.
- Sly Shady says she shall sew shawls.
- Vincent, vowel vengeance very vibrantly.

- 8 Read the materials from the website and learn about careers with a language degree. Make a list of useful words and expressions and prepare a talk about the one you would like to pursue.  
<http://www.internationalstudents.com>  
<http://www.jobmonky.com>

### LANGUAGE CAREERS

- 1 How many interpreting/translating jobs do you know? In what spheres of life are they necessary? What are the particular requirements for each sphere?

#### Glossary

foreign service – дипломатическая служба  
 amnesty – амнистия (ЖЕ: амнистия)  
 well-read – широкообразованный

- 2 Read the list of jobs (a-d) and say where these people work and what they do. Then match the jobs and the required skills (1-16). Some abilities are required for more than one job.

- a medical interpreters and translators
- foreign service interpreters and translators
- library translators
- guide interpreters

- 1 understanding the target culture
- 2 ability to work on feet for extended periods of time, communicate effectively, understand and carry out written and oral directions
- 3 knowledge of relevant facts and figures
- 4 understanding a wide variety of business terminology and a good understanding of medical laws and procedures
- 5 carry out biographical research and critical analysis
- 6 ability to express sympathy without becoming too emotionally involved
- 7 ability to capture the style of the original as accurately as possible
- 8 ability to work a flexible schedule, including weekends and holidays, meetings and evenings as business demands in all outside weather conditions
- 9 being well-read
- 10 understanding the current international situation
- 11 responsibility
- 12 ability to work any shift schedule and also to work on call, especially in acute care settings
- 13 constant practice
- 14 knowledge of area attractions and historical points of interest, answering customer questions in a consistent and historically accurate manner

UNITS 1-3

TRANSLATION AND INTERPRETING 1

# Модуль «Translation & Interpreting»

## Роль родного языка

- 7 Andrew Silver was asked to edit a Russian translation of a short text for a brochure about England. Help him with this task.

London and the other large cities have a wealth of cultural centres, including major art galleries, museum museums, theatres, ballet and opera houses, and concert halls. Many theatres outside London are used for touring by the national theatre, dance and opera companies. Popular culture also thrives in England, as elsewhere in Britain. There are numerous kinds of pop music, theatre styles such as pantomime and musicals, jazz festivals and performance by comedians. Safari, wildlife and theme parks all offer family activities and entertainment.

Лондон и другие большие города имеют богатство культурных центров, включающих главные художественные галереи, театры, оперные театры и концертные залы. Многие театры за пределами Лондона используются для гастролей национального театра, танцевальной и оперной компаний. Популярная культура также процветает в Англии, как и везде в Британии. Есть много видов поп-музыки, театральные стили, такие как пантомима и мюзиклы, фестивали и выступления комедиантов. Сафари, дикая природа и тематические парки все предлагают семейные мероприятия и развлечения.

- 8 The outstanding Russian linguist Lev Vladimirovich Scherbin in one of his lectures gave an example of how much meaning grammatical forms have. The words he used in the sentence don't exist in Russian, but we can't find any of them in dictionaries. However, we do understand the general meaning and can visualize it. Describe in English what you see in your mind's eye when you read this sentence in Russian.

Глаголы wurden, werden, wurden, werden и wurden, werden.

- 9 Analyze the sentence structure and answer the questions (1-8).

### Glossary

subject – подлежащее  
predicate /predicat/ – сказуемое  
attribute – определение

- 1 What/whom is the sentence about? What is the subject (подлежащее) of the sentence?
- 2 What has she/he/it done? What is the first predicate (сказуемое)?
- 3 What is she/he/it doing now? What is the second predicate?
- 4 What kind of 'scrapie' is it? What is the attribute?
- 5 Who/what was the object of the first action?
- 6 Who/what was the object of the second action?
- 7 What is the relationship between them? How do we know?
- 8 How is the first action elaborated?

- 10 Analyze the parts of speech and their forms in Scherbin's sentence.

- 11 Translate the sentence into English and explain the choice of forms. Remember that Scherbin seemed to demonstrate that a sentence can have some meaning even if the words have no lexical meaning.

- 12 Which of these adjectives do you think is the best equivalent of *glorioso*? Why? Give examples of English adjectives with these suffixes. Which of the suffixes carry some special meaning?

Classical, glorious, gloriable, glorified, glorian, glorify, glorian, glorify, glorification, gloriously, gloriously, gloriously, gloriously.

- 13 Match the names of the animal (1-5) and its baby animal (a-e). How can we express the idea of ownership in English?

- |         |            |
|---------|------------|
| 1 dog   | a kitten   |
| 2 pig   | b cub      |
| 3 cat   | c puppy    |
| 4 tiger | d cub      |
| 5 chick | e calf     |
| 6 cow   | f piglet   |
| 7 hen   | g chick    |
| 8 lamb  | h duckling |
| 9 goose | i gosling  |

- 14 Can you change the word order in this sentence?

- 15 **Right translation.** Read the text about hotels on page 14 and in pairs translate one of these texts into Russian paying special attention to the passive voice constructions. What Russian constructions are used for the English Passive Voice?

## Процесс перевода

- 16 Translate the following sentences into English using Passive Voice constructions.

- 1 Когда вы будете в России, вас обязательно пригласят на чай.
- 2 И предложение было для нас исключительным событием.
- 3 Театры для студентов выставляют исключительные цены на билеты.
- 4 И удивительным образом чай оказался в очень традиционной чайнице.
- 5 Партнер сотрудничает с нами, чтобы помочь нам в организации мероприятий.
- 6 Поддержка наших друзей не мешала и увеличила популярность и продажи.
- 7 Традиционно готовят чай в чайнице и предпочитают до сих пор использовать в качестве посуды фарфоровую.

- 17 Complete the table and compare the Russian and English parts of speech systems. What part of speech exists in English and doesn't exist in Russian? Is there a part of speech which exists in Russian and doesn't exist in English?

Noun	Имя существительное
Numeral	Имя числительное
Adverb	
Verb	
Article	Местоимение
Conjunction	Соединительный союз
Interjection	Восклицательное

- 18 Translate the text about Edinburgh from pages 20-21. Remember to translate the text above the photo! Pay special attention to difficulties in grammar.



### STAGES OF TRANSLATION

- 1 Imagine that you are asked to translate an article from a British magazine for your school website or that you want to translate a poem for a poetic translation contest. How will you get about the task? In pairs, discuss the stages of the translation process.



- 2 **1st** Listen to an experienced translator speaking about his work. Does he have the same ideas about the translation process? What stages does he mention?

- 3 **2nd** Listen again and fill in the table. What does the translator do at each of these stages of translation?

Pre-translation source text analysis	Translation proper	Post-translation target text analysis
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- 4 In pairs, carry out a pre-translation analysis of one of these texts. Try to predict the difficulties of translation caused by the genre. Discuss your analysis in the class.

- 1 An extract from *The Great Gatsby* by F. Scott Fitzgerald (page 6-7)
- 2 *Be a social activist - school* (page 12)
- 3 *Traveling by plane instructions* (page 15)

- 5 Imagine you are going to translate one of the following texts. Choose one of them and prepare its pre-translation analysis. Try to predict the difficulties of translation determined by the genre.

- 1 A new book in *Harry Potter* series
- 2 A new guide book *Unleash London*
- 3 A 19th century guide book *Edinburgh Ghost*
- 4 A user's manual to a solar car

UNITS 1-3

TRANSLATION AND INTERPRETING 1

# Модуль «Translation & Interpreting»

## 10 класс

### Answer the questions.

- Why do you think it's often like to use complicated and difficult to understand phrases instead of saying something clear and short?
- Have you come across such language in Russian?

### THE INDEFINITE ARTICLE

- In pairs, revise the rules of using articles on page 64 of your Workbook and translate the examples into Russian. Are there any cases when the English article is translated into Russian in any way? Do you know any other cases when an English article should be translated into Russian?
- In pairs, read the text: 'Change Your Image' on page 133. Why are the proper names used with an indefinite article in the text? How can we render it into Russian?
- Quickly read the information about the indefinite article and find the cases you have just discussed. Does this help to render the sentences into Russian?
- In pairs, read the information about the indefinite article again, and translate the examples into Russian. Note the sentences when you have to render the meaning or function of the article into Russian.



"Are you AN ARRIVEDIE or AN ATHLETE?"  
"No, you ARE A FUNNY!"



"How I CAN LIVE LIKE A WORTHIELD?"  
"Oh, what IS WORTHIELD, LADY LIZ?"  
"No, it'S MINE'S TINKER."

### 4. Also see:

- used to show that you are talking about someone or something that has not been mentioned before, or that your listener does not know about  
He **was** a problem.
- used to show that you are referring to a general type of person or thing and not a specific person or thing  
Would you like a sandwich?  
It's a **really nice man**.
- used before someone's family name to show that they belong to that family  
One of **his daughters** had married a **Starbuck**!
- one  
There **were** three men and a woman.  
You'd **love** to visit **an hour** or so.
- used in some phrases that say how much of something there is  
There **were** a lot of people at the party.  
A few weeks from now I'll be in **Vienna**.  
You have caused a **great deal** of trouble.
- used to mean 'each' when making prices, rates or weights  
I got paid **once a month**.  
The apple cost **12 a dozen**.
- used before singular nouns to mean all things of a particular type  
A square has **four sides** (all squares have four sides).  
A child needs **love and affection**.
- used once before two nouns that are mentioned together very often  
I'll visit you **a cup and saucer**.  
Does anyone have **a knife and fork**?
- used before the name of a drink to refer to a cup or glass of that drink  
Can I get you **a coffee**?
- used when saying how often something happens in a certain period  
Let's meet **once a week**.  
I swim **once a week**.
- used when saying how much someone earns or how much something costs in a certain period  
She earns **\$100 000 a year**.  
I pay **15 a week** for my dancing lessons.
- used before the name of a famous artist to refer to a painting by that artist  
an **early Rembrandt**.
- used before a name to mean someone or something that has the same qualities as that person or thing  
She was **hired** as a **new Marilyn Monroe**.
- used before someone's name when you do not know who they are  
There is a **Mr Tom Williams** on the phone.



"Is it AN EARLY WEDDING?"  
"No, it'S AN EARLY HUSBAND!"

UNITS 6-8

TRANSLATION AND INTERPRETING 3

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### 11 Study Train Your Brain. Then, in pairs, read translated names 1-6 and say what is wrong with them.

#### TRAIN YOUR BRAIN

Translating personal names and place names

- Start by searching for a traditional well-established way of selecting the proper name. Use dictionaries, encyclopedias and other authoritative reference sources to find the equivalent of a personal name or a place name.
- In the game, transliteration (keeping the spelling of a source-language word) was commonly used for translating proper names.
- Last, translation transcription (keeping the pronunciation of a source-language word) came into use.
- In some cases, calques, or loan translation (a literal translation of such elements of a compound word or word combination using existing words or roots of the target language), was used.
- If a personal name or a place name has no established equivalent in the target language, use transliteration transcription – try to retain the pronunciation of the given word using the letters of the Russian alphabet.
- You should check your version of translation with Russian dictionaries, encyclopedias and other relevant sources of information (for example, online newspapers, magazines, news agency websites).



1 Мария, прекрасная  
сервис  
2 Чаша Космоса  
3 Звезда Тетрапа

4 Гофманер  
5 Стрелка Клевер  
6 Омега Милан-Трант.  
новоср джа



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### 12 Use the encyclopedias, dictionaries and other reference sources to find the well-established Russian equivalents to proper names 1-14 and some information about the corresponding place or person. Note the source you have used in each case. Why should translators pay special attention to translating these proper names?

- June 1
- The Hague
- The Hudson River
- Sir's Harbor (Shellock Holmes's hobby)
- William the Conqueror
- George V
- Crestis
- Leghetti
- The Cornbrith Mountains
- Charles II
- Isaac Newton
- Wormington
- Isaac Asimov
- Heracles

### COLLOCATIONS

- Read and translate into Russian the following extracts from a fairy tale. Will the translation sound good in Russian if we use the same Russian word for the English word **brown** in all the sentences? What determines the choice of Russian word for **brown**? How will you translate other words with the same root?



Deep in the woods there was a little brown house. A brown horse was standing nearby. The door opened and a pretty girl with brown eyes wearing a brown dress came out. There were gay brown freckles on her pretty face. She had dark brown hair and her nickname was Heracles. She gave the horse some brown bread and went back to the kitchen. She was cooking. The recipe said, 'lightly brown the onion before adding the tomatoes. Allow the meat to brown before adding the vegetables.' There was a knock on the door and Heracles's brother Andrew came in. 'I told brown-bag hatches, so I came to have lunch with you,' he said. Andrew Brown was brown after the voyage to southern seas. ...

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# Модуль «Business Communication»

Формирование базовых умений и навыков делового общения и расширение знаний о деловой жизни в современном обществе

- Выбор профессии и интервью при приеме на работу
- Виды организаций, их структура, функции различных подразделений
- Личный бюджет, баланс труда и отдыха
- Финансы и банки
- Плюсы и минусы рыночной экономики

# Модуль «Business Communication»

## LOOKING FOR A JOB

1. Andrew Silver has just graduated from Birmingham University, the UK and is looking for a job. Read Andrew's letter to his friend and say what job might be suitable for him.

Birmingham  
UK  
12/04/2012

Dear Nick,

Thank you very much for your last letter! It was so interesting to read about your new job – congratulations!

I have some big news for my friends at Birmingham University, see below – I've graduated with a BA degree in Global Arts. I have mixed feelings about leaving a new page – I'll be missing my university friends and the library we used to visit, but I'm looking forward to starting a career. It means new challenges and responsibilities but I'm in two minds about what to work and what to do. You know, I am fluent in French and German and I also did a course in Russian at the Centre for Russian and East European Studies at the Uni. I'm sure I could work as a school teacher – I like kids and I'm generally a very organised person, very punctual. At the same time, I'd like to see the world, but teaching and travelling don't go very well together. It would be great if I could get a job as a translator or interpreter – I would practise my language skills, would be able to travel and get paid for it! I'm quite confident with PC and the internet, been late with learning to work, do travelling online and even teaching via Skype would not be a problem what do you think? Please, help me to take a decision, what would you advise? I'm still really keen about...

Bye,  
Andrew



2. Andrew is trying to make up his mind about what job to look for. In pairs, complete the table with possible advantages and disadvantages of each job. Report the results to your classmates.

School teacher	Translator/interpreter	Guide/interpreter (also called escort/interpreter or tour escort/interpreter)
+	-	+
-	+	-

3. Read Andrew's letter again. Which job from Exercise 2 do you think he should look for?  
4. Read the job ads and say which one Andrew should apply for. Give reasons.

## Glossary

guide/interpreter/escort/interpreter/escort/interpreter – гид/переводчик, сопровождающий/переводчик, сопровождающий  
 schedule – расписание, режим работы  
 shifting – сд, смена, сменное время  
 negotiations – переговоры  
 to him – заниматься на работу

## Russian-English, English-Russian Translator

Company: Legal Services Ltd.  
Location: London  
Schedule: Shifting  
Salary: Negotiable



### Responsibilities:

- translate documents (English into Russian or Russian into English)
- assist clients with their questions and inquiries about the translated materials
- represent negotiations with Russian clients and partners

### Requirements:

- ability to communicate effectively orally and in writing in Russian and English
- ability to quickly and effectively translate from English into Russian and from Russian into English
- ability to work on flexible work schedules
- proficiency in MS Office (Word, PowerPoint, and Excel)

3. Complete the job application form for Andrew using his letter from Exercise 1.

APPLICATION FORM	
First name, last name	
Date of birth	12/04/1992
For which job are you applying?	
What will you do if hired?	
Education	
List any applicable special skills, training or preferences	
Insurance	
Reference	Available upon request
Contact information	Mobile: E-mail:

## Dream Travel Agency



Dream Travel Agency is looking for highly professional, mobile, free to travel tour guides (escort) interpreters with the knowledge of English, French and Russian.  
 Position type: full-time seasonal  
 Shifts: varies  
 Wage: depends on experience

## BREAKING NEWS

Breaking News, a leading online news agency, is looking for a translator from English into Russian. This is a home-based 20-hour work a month job. Working online, you will receive full guidance and contact with news team writers and/or editors.

### Requirements:

- Fluency in written Russian
- Proficiency in Microsoft Office tools
- Willing to work nights, weekends and holidays
- Ability to work under pressure and meet deadlines
- Ability to work in a fast-paced editorial environment
- Internet access 24/7 and ability to work from home

6. Choose one of the companies from the ads to apply for a job and complete your job application form.  
 7. Surf the Internet and find more about the job of guide/interpreters (also called escort/interpreter). What is the difference between Russian extra requirements and non-traditional requirements? Make a list of useful expressions and prepare a talk about this job.

# Модуль «Business Communication»

## DESCRIBING A COMPANY

1 Andrew decides to learn more about the companies he has sent job applications to. He has found some information on the Internet, but his computer is playing tricks with him. Help Andrew and fill in the gaps with the words from the box. Then read the text aloud.

provide    anticipate    attract    employ  
bring provided manufacturing developing satisfying maintaining

2 Match the verbs with the nouns and use the collocations in sentences of your own describing some company. Some nouns collocate with several verbs.

manufacture    provide    employ  
sell    attract    branch

- |                                   |                   |
|-----------------------------------|-------------------|
| a. a new production line          | f. cover          |
| b. advice                         | g. over 300 staff |
| c. facilities                     | h. services       |
| d. machines                       | i. workdays       |
| e. an innovative car model launch | j. a new type of  |

3 Find synonyms for the following words and phrases in Exercise 1.

- a. to export  
b. to offer  
c. to introduce  
d. to produce  
e. to have staff/workdays  
f. to establish

4 Study *Speak Out* and give a talk about a real-life company.

**Breaking News** is one of the oldest news agencies. Founded in 1877, the agency originally ... the news items to newspapers. However, rapidly ... modern media such as the radio, television and Internet changed the company profile. Today our correspondence ... you the latest news from around the world, covering breaking news in business, politics, entertainment, technology, and more.



**Legal Services Ltd.** is one of the leading legal services companies in the UK with the head office in London. It started as a legal branch of a car ... company and became independent in 1997. It has branches not only in the capital but also in many cities and towns around the country. The company provides quality legal assistance efficiently and effectively. One of its major goals is to improve work environments in various jobs—make it safe, healthy, and ... The organization ... approximately 200 staff across three offices.



**Green Travel Agency** is a travel agency providing travel and related services. The company is based in London and has 25 branches in 15 countries. Green Travel Agency has a workforce of about 800 employees. Our tour seasons are ready to ... you on your business or holiday trip anywhere in the world. On a business trip, they will facilitate your business opportunities and help to ... historical facts, dates and statistics in an ... and interactive way. They will make you feel at home at our partner hotels and business centers.



### SPEAK OUT | Presenting a company

When giving a talk about a company remember to mention:

- where it is
- The company is based in ...
- The head office is in ...
- The branches are located in ...
- products and services
- The company manufactures/produces/makes ...
- The company provides ... services/assistance
- The company specialises in ...
- The company sells ...
- staff
- The company employs/has a staff of ...
- The company has annual sales of ...



## INTERVIEW FOR A JOB

1 Andrew is going to have his first job interview, and he is really nervous about it. His relatives and friends have given him some pieces of advice. In pairs, put them in order of importance (1 – most important), be ready to give reasons. Present the results of your discussion to the class, compare them with the opinions of your classmates.

- learn as much as possible about the company you apply to for the job ...
- write a strong CV ...
- smile appropriately ...
- drink positively ...
- be confident ...
- be aware of your body language ...
- be on time ...

I think the top piece of advice is to be on time. One should be on time because employers like punctual people.

2 Can you think of any other recommendations to Andrew? Make a list.

3 **NOTE** Andrew's first interview goes all wrong. Listen to the interview and make notes where Andrew does not behave right. Match these pairs with the pieces of advice in Exercises 1 and 2. Are there any mistakes you have not thought about before?

Andrew was late for the interview. He should have been on time. He shouldn't have come late.

### Mind the trap!

**should** – simple infinitive – a piece of advice for the future.

You **should be** on time when having a job interview.

**should** – perfect infinitive – a reproach about wrong behaviour

Andrew **should have been** on time for his job interview. (He wasn't)

4 **NOTE** Listen to the interview again and make notes about the interviewer's questions.

5 Roleplay the dialogues.

6 In groups of three, role-play another job interview. Student A is the interviewer who speaks only English. Student B is the interviewee who doesn't speak English. Student C is the interpreter.

7 Andrew wakes up the next morning and remembers his unsuccessful interview was all a dream. During breakfast he tells his mother about his nightmare. Continue his story.

Mum, I had a terrible nightmare at night! You won't believe me! I had a dream about my job interview and it went all wrong. To start with, I ...

# Модуль «Business Communication» 11 кл.

## Jobs in tourism

## Tourism and economy



UNITS 1-3  
BUSINESS COMMUNICATION 1

4. Andrew has been working for the Dream Travel Agency for more than a year and now he knows more about the jobs connected with tourism. Match the fields (1-6) with the jobs (a-h). Do you know any more jobs in travel and tourism? Brainstorm for ideas.

- Hotels and accommodation
- Coaching
- Airlines
- Travel

a. chef  
b. pilot  
c. photographer  
d. flight attendant  
e. waiter  
f. receptionist  
g. tourist representative  
h. chambermaid

5. Match the jobs (a-h) in Exercise 4 with their professional duties (1-6). Is there anything else you think these people have to do at work? Brainstorm for ideas.

- selling souvenirs
- making the guide
- checking in guests
- showing routes
- erving passengers aboard a plane
- writing letters
- erving food and drinks for customers
- tying pillows

6. In pairs, discuss the jobs from Exercise 2. What personal qualities do you think are necessary to succeed in those jobs? What qualities will prevent one from doing this or that job well? Make lists and compare your ideas with another pair. Complete your lists with ideas of another pair if necessary.

7. In pairs, discuss what are the pros and cons of having this or that job from Exercise 2. Give reasons. Share the results of your discussion with the rest of the class. What is similar/different about your opinions? Would you like to have any of the jobs connected with travel and tourism? Which ones? Why?

8. Prepare a short report about a job connected with travel and tourism. Speak about duties and responsibilities, necessary character traits, pluses and minuses of having this job.

### TOURISM AND ECONOMY

1. Tourism has become one of the most rapidly developing spheres of economy in many countries. Why do you think it is so? As a whole class, brainstorm reasons. Pay attention to **Commonly Confused Words** during your discussion.

#### Commonly confused words

**economy noun**  
1 the system of a country's business, trade, industry and the money that they produce; a country considered as an economic system  
a mark of capitalism/planned economy; the high-growth economies of Southeast Asia  
2 the careful use of money, products, or time so that nothing is wasted  
She didn't switch on the light for reasons of economy.

**economics noun**  
1 a science that studies economics and develops possible models for their functioning  
an economics teacher/lecturer/class; I study economics at Moscow State University.  
2 [plural] the conditions that affect the economic success or failure of a product, company, country  
The simple economics of the case are easy to explain. The new developments radically changed the economics of the newspaper industry.

**economical adjective [before a noun]**  
connected with business, trade, industry and money  
Many countries are in very poor economic state because of the world crisis.  
**economical adjective** using money, time, goods etc. carefully without wasting any  
She always was economical when it came to buying clothes.  
Going by railway is more economical than going by air.

2. Read the text and summarize the ideas on how tourism facilitates economic development.

3. Read the text again and find English equivalents for expressions 1-6.

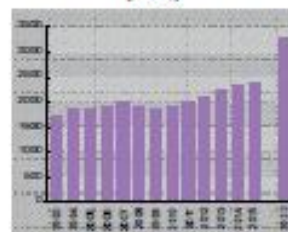
- расширить, расширить, расширяться
- основанный, основанный
- расширить, расширяться
- основанный, основанный, основано
- основанный, основанный, основано
- основанный, основанный, основано
- расширить, расширить, расширяться
- основанный, основанный, основано
- основанный, основанный, основано
- основанный, основанный, основано

4. Which of the expressions in Exercise 3 are synonyms?

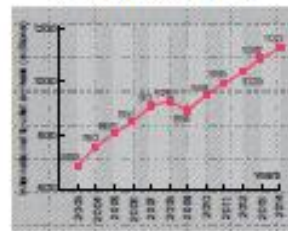
Andrew has found some statistics on tourism worldwide. Look at the bar chart and the graph below and write two short paragraphs to describe them. Use the phrases from the box. Share your descriptions in small groups. Are your descriptions similar or different?

... a sharp rise/might increase/decrease a jump to jump up to plummet to fluctuate to change slightly/dramatically

**Tourism in Gross National Product (billion \$)**



**The number of international tourist arrivals worldwide**



5. Brainstorm advantages and disadvantages of tourism for host countries. Do you think the advantages outweigh the disadvantages or vice versa?

# Модуль «Business Communication» 11 кл.

## Блок «Финансовая грамотность»



### BUSINESS FINANCE AND BANKING

1. What do businesses need finance for? Brainstorm for ideas.
2. Read the text and check your ideas. What aspects described in the text did you miss?

Money has been called the 'lifeblood' of any business. All firms – whether they are based in the public sector or in the private sector – require capital to start business and to grow.

Firms will have to raise short-term debts, which come from trading activities such as buying goods on credit. This short-term finance is a firm's working capital. Any business which has a lack of working capital will face difficulties in surviving. It will not be able to take advantage of cost-saving discounts, since it does not have the cash available, and its creditors will be demanding payment of the money they are owed by the firm. In the last instance, they could seek legal action to recover the amount owed by the firm, forcing it to close down and sell off its assets to get the required money.

Firms also need long-term capital, in order to expand. There are many sources of long-term capital: personal savings of sole traders and limited company shares are two well-known examples of such sources. Without sufficient capital, firms will find it impossible to grow.

3. Andrew's cousin Mary has decided to start her own business. She is going to open a cafe. What would she need: the working capital and the long-term capital for?



3. Where can businesses get financing? Brainstorm for ideas.
4. Listen to three people speaking about financing their organizations. Make notes about questions 1–4.
  1. What type of business is it?
  2. What is the speaker's position?
  3. What does the business need financing for?
  4. Where did it go to get the financing from?
5. In pairs, discuss what services banks provide to businesses and individuals. Make a list and compare it with the list of another pair.

4. Work out the meaning of the highlighted terms from the context.

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4. Read the definition of the word **intervention**. Does it coincide completely with the meaning of the Russian word **вмешательство**? How will you translate the word in the context of this article?

**Intervention** the act of becoming involved in an argument, fight or other difficult situation in order to change what happens: *governmental intervention to regulate prices*

5. In pairs, read the text again and draw a scheme of the state's intervention in economic affairs. Compare your scheme with another pair, add and correct if necessary.
6. In pairs, make a list of useful words and phrases to speak about the role of a modern state in a national economy. Then discuss the following questions.
  1. Is the state's intervention in economic affairs justified in all the cases described above?
  2. Are there any other cases when the state's intervention is necessary?
7. Can you give examples of the state's intervention in economic affairs in Russia? Tell the class about it using the words and phrases from Exercise 6.

### TAXATION

1. To get money, the state runs a tax system. What differences can you name (either in Russian or in English)?



3. In pairs, match the terms (1–8) with the definitions (a–h). Which of these taxes are paid by persons, individuals and which are paid by businesses?
  1. Income tax
  2. Progressive tax
  3. Property tax
  4. Value-added tax
  5. Profit tax
  6. Inheritance tax
  7. Luxury tax
  8. Wealth tax

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- a. A tax collected at each stage of production, including the already paid taxes from previous stages.
- b. The tax people pay on their wages and salaries.
- c. A tax on very expensive goods which are not considered essential such as expensive cars, jewellery, etc.
- d. The annual tax imposed on real estate and based on the value of the property (including the land) a person owns.
- e. The annual tax on profits paid by the business.
- f. A tax levied at a higher rate on higher incomes.
- g. A tax people pay when they get inheritance.
- h. The annual tax imposed on people's fortunes (in some countries).

3. Complete the text with the verbs from the box in the appropriate form.

influence much agreed desirable control serve the improve pay come provide

4. Read the text again and explain how taxation is connected with economic activity according to Maynard Keynes.

5. Listen to a radio talk about the USA taxes and fill in the gaps with figures. Then work out the meanings of highlighted words from the context. Which fact do you think is the most surprising one?
  1. Over \_\_\_\_\_ households are taxed each year in America to help with taxes.
  2. Wealthier Americans pay higher taxes than middle or lower income earners. The wealthiest 1% of the population pays \_\_\_\_\_ of income but pays \_\_\_\_\_ of the tax. The bottom \_\_\_\_\_ pays \_\_\_\_\_ of the income but pays just \_\_\_\_\_ of the taxes. This does not include payroll taxes for Social Security and Medicare.
  3. If someone reports their company for tax evasion in the US, they will receive \_\_\_\_\_ of the amount collected.
  4. The US is the world's only industrialized nation that taxes citizens who live overseas, even if their income is generated in a foreign country and they never intend to return to America.

6. Read the text about the Soviet Tax Party and explain what the slogan 'No taxation without representation means.'
  1. In pairs, match the terms (1–8) with the definitions (a–h). Which of these taxes are paid by persons, individuals and which are paid by businesses?
  2. In pairs, discuss what services banks provide to businesses and individuals. Make a list and compare it with the list of another pair.
7. Surf the Net to find some interesting facts about the tax system and the history of taxes in Russia. Write these facts on a sheet of paper. Then make a class poster. Which fact/facts influenced the most interesting to you?

# Особенности иностранного языка как «беспредметного предмета»

Дальнейшее формирование коммуникативной  
иноязычной компетенции в 4-х видах речевой  
деятельности и развитие языковых навыков

на основе

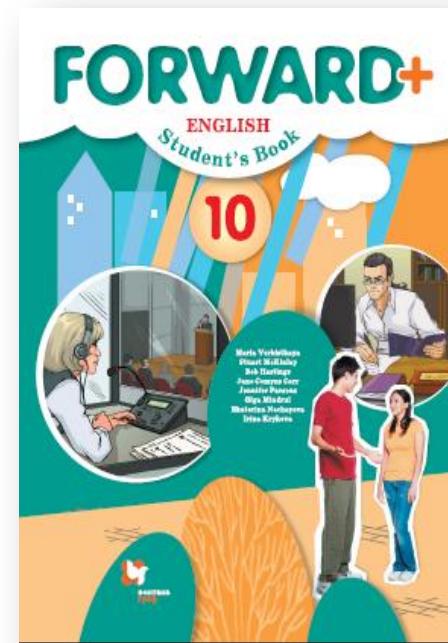
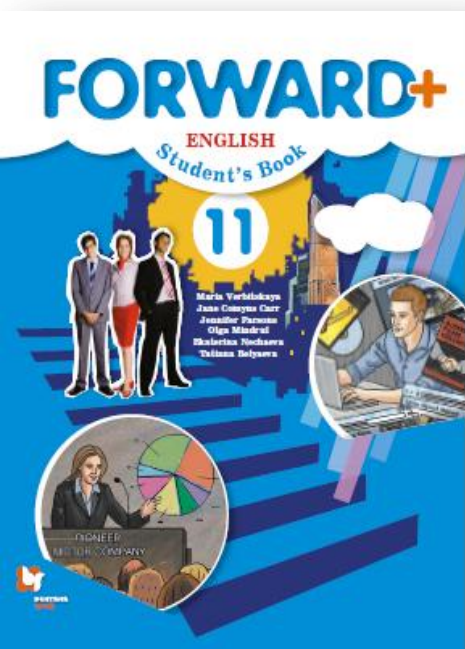
нового содержания

# УЧЕБНИК “FORWARD+”

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на углубленном уровне.

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